
The Role of L1 in L2 Classrooms

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Agenda

1. Definitions & Ice Breaker
2. Advantages of using L1 in Language Learning
3. Minimizing the Use of L1 in the L2 Classroom
4. Exploring L1 Use in Adult L2 Classrooms
5. Examining L1 Use in L2 Content Based Classrooms
6. Teachers Perceptions of L1 Use in L2 Classrooms
7. Discussion Activity

What is L1 & L2?

It is important to note that these terms are interpretable and unique to each person.

For the purposes of our presentation, we have defined them as the following:

L1 = generally refers to the first language learned or that which is primarily used.

L2 = generally refers to a language in which a learner is in the process of learning.

Target Language = a language in which a non native speaker is in the process of learning.

Transfer /Linguistic Interference= speakers applying knowledge from their first language to the one they are in the process of learning.

Activity 1

We will explore the advantages and disadvantages of using the L1 in the L2 context.

The class will be divided into 2. One group will explore advantages and the other will explore disadvantages. Please discuss your experiences and thoughts with your group members and use the markers and chart paper to make a visual representation.

At the end of 5 minutes, each group will present their findings.

Advantages of using L1 in Language Learning

Introduction

L1 is a valuable asset for language learning = a tool in the toolbox

L1 = one of the most efficient ways to help learners make connections

Using L1 helps avoid mindset of L1-prohibited classrooms

Translation

Helps learn specific words and vocabulary

Learn idioms in target language

Learn how to avoid certain anglicisms

The importance of being precise in a language

Google translate

试戴请让营业员协助

**Please don't touch yourself ,
Let us help you to try out .
Thanks !**

口耳几个
MANY GIRL
FASHION LIFE



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www.english.com



男性卫生间

The male sex toilet






\$52(例)

標記酥炸大腸

Explodes the large intestine





Examples of translation

Casser les oreilles: _____

Donner sa langue au chat: _____

Poser un lapin: _____

Avoir le cafard: _____

Oh la vache: _____

Cognates

Words that have the same linguistic derivations

Das ist gut! =

Das ist fantastisch =

Je suis excité! =

helps for easy language transfer

easy to remember

caution/avoid using *faux amis*

Faux amis

excité / excited

blessé / blessed

brasserie / brasserie

bouton / button

envie / envy

assister / assisting

Alternative language approaches

Involves transitioning of L2 to L1 and back from L1 to L2

More natural classroom environment

Helps students with better understanding of certain classroom contexts

Helps to avoid an unequal relationship between the two language groups

Promotes student willingness to seek help (ask questions)

Concurrent Method

Involves the teacher switching from one language to another at key points

→ when concepts are of importance (grammar)

→ for specific content instructions (better task organisation)

→ when students get distracted (better discipline)

→ student praise

- Acknowledges code-switching as a normal L2 activity which inspires a more natural L2 learning

Minimizing the use of L1 in the L2 Classroom:

— FSL Context —

Core French Program in Canada

- A mandatory French program for all students in English-language elementary schools from Grades 4 to 8
- Students will usually have one 40 minute class per day

National Core French Study (LeBlanc, R. 1990)

Examined the strengths and weaknesses of the Core French Program

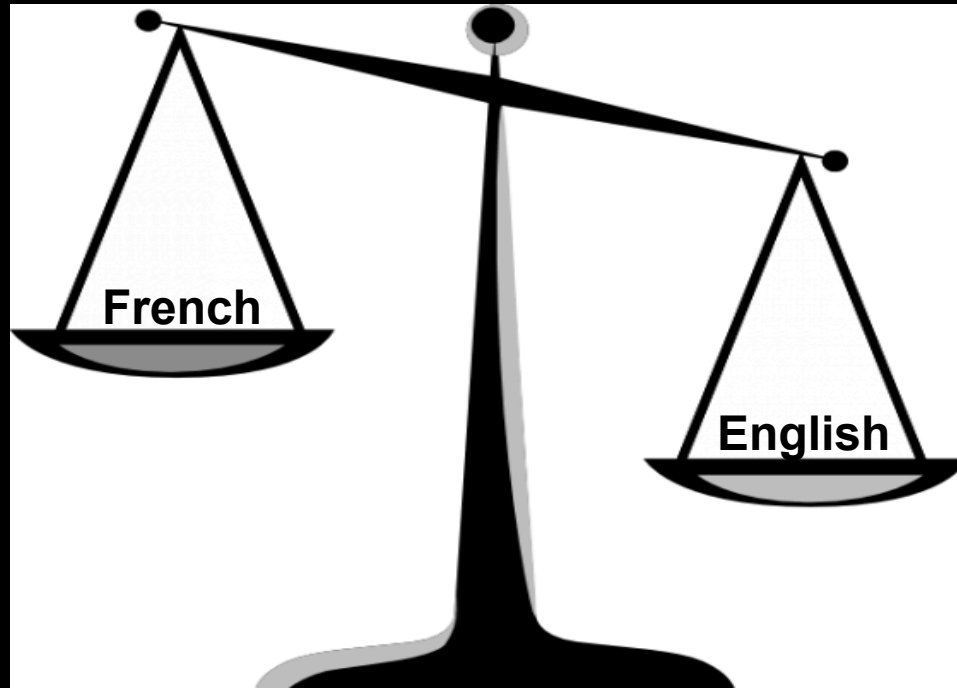
Conclusion of the study was that students were not functionally bilingual after completing 5 years of the Core French Program

A typical Core French Class

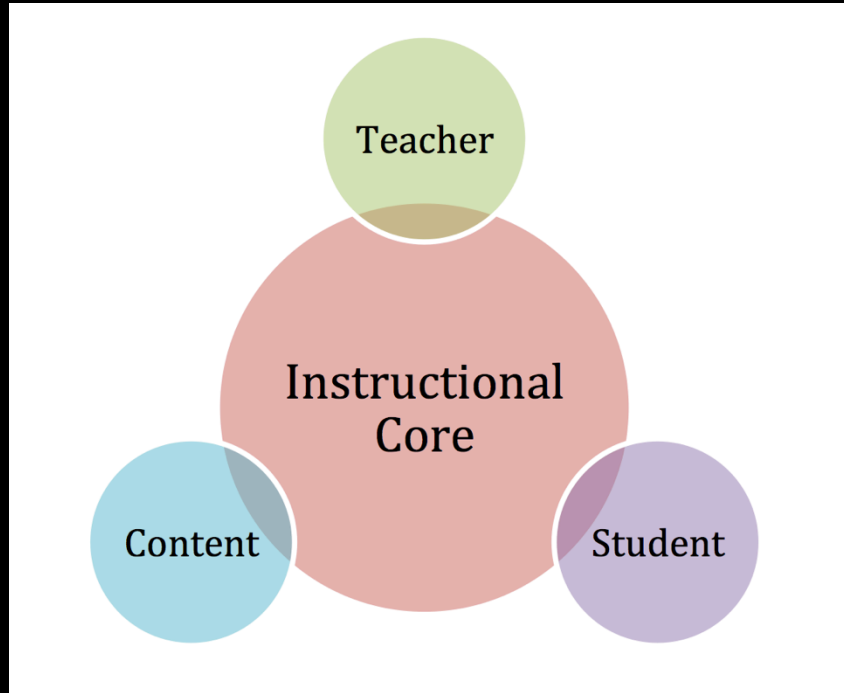


What did you notice about the teacher's use of English and French during the lesson?

What is the right balance?



Hawkins Triangular Set of Interactions



(Hawkins, 2002)

Hawkins Triangular Set of Interactions

Teacher

- Native vs Non-native French Speaker
- Perception of his/her students

Student

- Beginner, Intermediate, or Advanced?
- L1 = English **vs** L1 = Foreign Language
- Motivation

Content

- Core French (Grade 4, 5, 6, 7, 8 or 9)
- Adult FSL course
- Communication **vs** Grammar course

Keeping it in the Target Language (TL)

1- Establish the goals of your program

“The vision of the Core French program (in Ontario) is for students to **communicate** and interact with growing confidence in French, one of Canada’s official languages”

(Ontario Ministry of Education. (2013) The Ontario Curriculum grade 1-8:
French as a Second Language.)

Keeping it in the Target Language (TL)

2 - Use comprehensible input

- Images and Gestures
- High-frequency vocabulary
- Paraphrasing & cognates



Keeping it in the Target Language (TL)



Keeping it in the Target Language (TL)

3 - Reward errors, self-correction, and participation in the TL

Use extrinsic motivation strategies to promote intrinsic motivation



	Orange	Vert	Violet	Noir	Bleu	Rouge
Classe 1						
Classe 2						
Classe 3						
Classe 4						
Classe 5						
Classe 6						

BRAVO! FELICITATIONS!
 FORMIDABLE!
 BIEN FAIT!
 BRAVO!
 FELICITATIONS!

Keeping it in the Target Language (TL)

4 - Exhibit enthusiasm for your students' learning

“Encouragement motivates students to continue participating in an activity”

“A sincere compliment instills confidence in your students and communicates your belief them” (Moeller, A.J., 2013)



Keeping it in the Target Language (TL)

5 - Integrate technology

- A learning environment is created that is authentic and meaningful to the 21st century language learner
- Students produce language while using their creativity

EX: Kahoot, Popplet, Prezi, Toondoo, Voki

Keeping it in the Target Language (TL)

5 - Integrate technology



Keeping it in the Target Language (TL)

5 - Integrate technology

<https://vimeo.com/128161322>

L1 & L2 in Adult Education

The Adult Learner

Self-motivated

Non traditional learner

Professional Development

Power dynamics

Missing the “Critical Period”

Initial Stages Speed

Socialization



Similarities & Differences

Similarities:

Classroom management

Learning philosophy

Differences:

Policy versus practice

Classroom power dynamics

Informal conversation

Translation

Less concern over loss of L1

Resistance

Language Socialization Case Study - California

Arguments Against L1

One state, one language

L2 immersion is the best way to learn

Does not isolate minority L1 students

Arguments for L1

Strong sense of community and sense of accomplishment

Improve L2 proficiency (in some studies)

The (Dis) Advantages of the Adult Learner

Often faster to master initial stages of a new language

Not exposed to as much as younger learners - immersion programs

Can learn more content than younger learners in a similar time period

Process L2 information differently than younger learners

Comparison of L2 accent to “native speaker”

Perform higher comparatively in some areas of testing (written) and lower in others (oral/auditory)

The impact of ability and self image

Declining cognitive ability can make L2 acquisition even more challenging

Recommendations for Instructors

Encourage the use of L2 in all aspects of the class

Identify and encourage personal motivators each student has in learning

Encourage discussion among what methods work best in the classroom -
How would they like to learn?

Offer material in a variety of formats to appeal to different learning styles and
lifestyles

Do not neglect conversation in class - this is often one of the more nerve
wracking aspects of L2 for adult learners

Assist students in finding out of classroom opportunities to practice L2

Words of wisdom:

<https://www.youtube.com/watch?v=SFnMTHhKdkw>

Examining L1 and L2 in Content-Based Classrooms

Content and Language Integrated Learning (CLIL)

An education approach where various language supportive methods are used

Leads to dual-focused instruction

Goal is to learn both content and L2

L1 facilitates classroom interactions and helps students learn abstract concepts and L2

Concerns...

Too much L1 in the classroom undermines effectiveness of CLIL

If students do not have a certain level of proficiency in L1 and L2, they will suffer in academic and cognitive achievements

Teachers need to be proficient in subject and target language, and be able to scaffold students

Canadian immersion and European CLIL classroom, teachers use none or very limited L1

What Research Says...

Tavares (2015)

Policy gives secondary schools autonomy and flexibility to use English or Chinese as the medium of instruction

Schools used L2 for teaching and learning content and language in content subjects

Study found L2 improved, but content learning suffered

Canagarajah (2011)

Translanguaging: using L1 as a resource in linguistic scaffolding to facilitate learners' comprehension and interaction in L2

Teachers must value learners' L1

Borden (2012)

Understand students' L1 grammar and structure

What Can a Teacher Do?

Be tolerant and accepting of students using their L1

Through L1, scaffold entry to L2

Promote vocabulary building

Syllabification and morphology

Correcting L2 use

Teacher perceptions of L1 use in L2 classrooms

Teacher perceptions of L1 use in L2 classrooms

Examining 2 studies conducted to evaluate the motives of L1 use in L2 classrooms and the amount of L1 used

First study is a self-reflection and evaluation by a language teacher at Montclair State University

Second study examines the reasons behind why teachers and students in EFL classrooms use their L1

L1 use in the L2 classroom: One teacher's self-evaluation

- Written by Anne Edstrom
- Self-reflection and evaluation on her L1 language use in a university level Spanish class
- Goals
 - Quantify the amount of the first language (L1) used in the classroom
- Findings
 - L2 use should be maximized
 - Pedagogical beliefs are not always reflected in classroom practice
 - Another set of beliefs, relational in nature, override pedagogical beliefs about L2 acquisition

Student and teachers' reasons for using the first language within the foreign language classroom

- Written by 5 researchers at the same university in Mexico
- Conducted in EFL (English and French) classrooms at a public university
- Goals
 - Explore the reasons for using the L1 within the foreign language classroom
 - The extent to which using the L1 impacts the teaching and learning processes
- Findings
 - Teachers
 - L1 as a pedagogical device for clarification
 - L1 to establish rapport
 - Course level a factor in determining the degree of L1 use
 - Excess use of L1 is negative
 - Implicit policy regarding L1 use in the educational context

Student and teachers' reasons for using the first language within the foreign language classroom

Findings continued

Students

Learning aid for clarifying or explaining instructions, grammar and vocabulary

L1 use as a socialization tool

The negative aspect of using L1

Conclusions

- Reasons that students and teachers used the L1 in teaching and learning processes is similar to what has been found in other studies
- Both teachers and students use L1 based on their beliefs, assumptions, needs and desires
- No perfectly attainable balance between when and how to use the L1; it is a dynamic decision-making process between the teachers and the students

Table 1. Teachers' Points of View and Students' Perspectives

The Teachers	L1 as a Pedagogical Device for Clarification L1 to Establish Rapport Course Level as a Factor in Determining the Degree of L1 Use Excess Use of L1 is Negative Implicit Policy Regarding L1 Use in an Educational Context
The Students	Learning Aid for Clarifying or Explaining Instructions, Grammar and Vocabulary L1 Use as Socialization Tool The Negative Aspect of Using L1

Interview with a teacher

<https://www.youtube.com/watch?v=zIzRunJTMjA>

Target Language Use: An Experienced Language Teacher

Discussion Activity

There are 4 discussion questions around the room. Each group will rotate (when indicated) to each question and will have 3 minutes to discuss their thoughts and experiences. Please utilize the chart paper and markers to write down your ideas.

After all the groups have answered all 4 questions, the chart paper will be posted on the walls. Everyone will then have a few minutes to circulate and read others contributions.

References

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Mori, M. (2014). Conflicting Ideologies and Language Policy in Adult ESL: Complexities of Language Socialization in a Majority-L1 Classroom. *Journal of Language, Identity, and Education*, 13, 153-170.